

Geography

Summary and Progression							Location and Place Knowledge
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in real life. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between 	<ul style="list-style-type: none"> Locate and identify characteristics of the four countries and capital cities of the UK. Introduce the seven continents and five oceans of the world. 	<ul style="list-style-type: none"> Name and locate the world's seven oceans and five continents. Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Can locate countries of Europe and identify key physical and human characteristics. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Compare a region of the UK with a desert region, e.g. Identify similarities and differences between this region and a region of the UK. 	<ul style="list-style-type: none"> Can locate world's countries North and South America and can identify key physical and human characteristics. Name and locate counties and cities of the UK, geographical regions and identify key characteristics. Understand the difference between the Northern and Southern hemisphere. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications. 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, equator and key geographical terms. 	<ul style="list-style-type: none"> Use 8 points of the compass. 6 figure grid references. Use ordnance survey to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. .
Summary and Progression							Human and Physical Geography
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Explore their local environment 	<ul style="list-style-type: none"> Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Explore and investigate their local environment 	<ul style="list-style-type: none"> Understand human and physical geography of the UK. Identify and describe what places are like and where they are. Recognise how places have become the way they are and how they are changing. Recognise how places compare with other places, and how they are linked to other places in the world. Make observations about where things are located. Recognise changes in physical and human features. Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the two localities studied. Recognise changes in the environment, how the environment may be improved and these improvements sustained. Identify and describe what places are like and where they are. Recognise how places have become the way they are and how they are changing. Recognise how places compare with other places, and how they are linked to other places in the world. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country. Describe key physical features, river, mountain, beach etc. and key human features, e.g. city, harbour, industry. Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography. Use a range of given secondary sources – texts, images, aerial photos, stories, videos etc. Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today? Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. 	<ul style="list-style-type: none"> Describe key physical features: river, mountain, beach etc., and key human features, e.g. city, harbour, industry. Question and challenge stereotypes, unfair distribution of resources, opportunity and wealth. Use range of given secondary sources – texts, images, aerial photos, stories, videos etc. Develop use of secondary sources, use them to ask and respond to questions. Gather data for use as primary source. Select and use a wider variety of primary and secondary sources. Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments. Describe where places are and why they are like they are. Identify how places change and 	<ul style="list-style-type: none"> Earthquakes/natural disasters – floods, hurricanes tsunamis: <ul style="list-style-type: none"> Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Consider if global warming is having an adverse impact on the occurrence of natural disasters. Consider, connect and analyse different viewpoints and perspectives to aid decision making. Study of volcanoes – causes, effects etc: <ul style="list-style-type: none"> Locate places in the world, communicate in different ways, e.g. draw diagrams, produce writing and use the correct vocabulary. Ask and answer questions about the effects of volcanoes. Study of land and settlements pre and post war and pre and post industrial revolution compared to modern day; compare and reflect: <ul style="list-style-type: none"> Draw conclusions and develop informed reasons for the changes. Select and use a wider range of primary and secondary sources.

					<ul style="list-style-type: none"> Describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. 	<p>how they may change in the future.</p> <ul style="list-style-type: none"> Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent. 	<ul style="list-style-type: none"> Identify and describe what places are like. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent.
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Summary and Progression	Fieldwork, Collecting and Recording Data
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Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Explore their local environment 	<ul style="list-style-type: none"> Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Explore and investigate their local environment 	<ul style="list-style-type: none"> Carry out simple teacher led investigations such as identifying types of buildings in their locality. Make simple observations about key human and physical features, simple sketches and digital technologies. Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan. 	<ul style="list-style-type: none"> Make simple observations about key human and physical features, simple sketches and digital technologies. Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan. 	<ul style="list-style-type: none"> Carry out a simple questionnaire or use pre-determined questions to help collect data Undertake environmental surveys. Use simple equipment and instruments to measure and record, e.g. weather equipment. Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan, simple field sketching skills. 	<ul style="list-style-type: none"> Carry out teacher led investigations such as identifying types of buildings in their wider locality. Make observations about key human and physical features, sketches and digital technologies. Complete fieldwork in the school locality and present results, e.g. create a chart, record information on a school plan, produce graphs, maps etc. Carry out a questionnaire or use pre-determined questions to help collect and record. Gather data for use as primary source. Use equipment and instruments to measure and record, e.g. weather 	<ul style="list-style-type: none"> Carry out investigations such as identifying types of buildings in their locality. Make observations about key human and physical features, simple sketches and digital technologies. Complete fieldwork in the wider UK, e.g. create a chart, record information on a school plan. Carry out a questionnaire to collect and record. Use equipment and instruments to measure and record, e.g. weather equipment. Develop field sketching skills complete with annotation. Carry out a fieldwork survey and present results, e.g. graphs, maps. 	<ul style="list-style-type: none"> Undertake a field survey of a contrasting area of the UK. Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions, e.g. how...why..what...when...how... Communicate findings via maps, writing. Draw detailed sketch maps and field sketches with annotations of pattern, process and change.

					<ul style="list-style-type: none"> equipment. Develop field sketching skills complete with annotation. Begin to analyse field data through graphing etc. 	
Summary and Progression						
Using and Creating Maps						
Nursery	Reception	Y1	Y2	Y3	Y4	Y5
<ul style="list-style-type: none"> To be able to make meaningful maps Make a map of Rosie's walk 	<ul style="list-style-type: none"> Draw information from a simple map Create maps (messy maps, big maps, story maps) 	<ul style="list-style-type: none"> Use globes, maps and atlases. Start to make simple pictorial maps and plans. Follow directions – near, far, left and right. Use compass directions: north, east, south, west. 	<ul style="list-style-type: none"> Use globes, maps and atlases. Make simple pictorial maps and plans. Follow directions – near, far, left and right. 	<ul style="list-style-type: none"> Recap using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Understand the 8 compass points and use them to explain/identify points on a map. Draw maps including key & scale. 	<ul style="list-style-type: none"> Look at a range of scales using standard measure. Use letter and number coordinates. Draw maps including key and scale using different perspectives – birds' eye, linear, oblique. Use globes, atlases and maps to find places and make deductions about landscape, industry, features etc. Use OS maps at different scales. Begin to use 4 figure grid references. Use the eight points of a compass. Begin to select and create appropriate map resources to find and show detailed Information. 	<ul style="list-style-type: none"> Use OS maps at different scales. Select and create appropriate map resources to find and show detailed Information. Use satellite Images, GIS and VR to explore distant locations.
						<ul style="list-style-type: none"> Use satellite images to explore distant locations. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify main capital cities/oceans etc. Understand the significance of latitude and longitude. Use and create digital mapping. Use OS maps at different scales.

					<ul style="list-style-type: none"> • Use computer/digital mapping applications. 			
Summary and Progression							Environmental Impact	
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	
<ul style="list-style-type: none"> • Observe the changing seasons • Observe the weather • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Understand the effect on changing seasons on the natural world around them. • Explore and investigate the changing weather • Understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Recognise changes in the environment, how the environment may be improved and these improvements sustained. • Litter and dog poo. 	<ul style="list-style-type: none"> • Recognise changes in the environment, how the environment may be improved and these improvements sustained. • Introduce pollution. 	<ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. • Carbon footprint with the expansion of railways. • Food miles (link to DT) 	<ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. • Deforestation 	<ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. • Plastics in the ocean and rising sea levels 	<ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives. • Climate change, flooding and the human contribution to adverse weather. 	

